

Child • Care • Information • Center NEWSLETTER

(608) 224-5388 (Madison Area) (800) 362-7353



Summer 1989
Issue No. 15

Editor: Glenna Carter

Why Should We Have "Developmentally Appropriate Practices?"

by Mary Babula, Executive Director of WECA

The number of children who are spending part of their days in an early childhood program--a family day care home, a part day program such as Head Start, a nursery school, a public school classroom, or an after school child care program, or in a full day child care center--continues to grow. What is the quality of the programs these children are enrolled in? What is the effect on the child of a particular program? As a profession, we are able to provide some answers, based on research, to these important questions.

The National Association for the Education of Young Children, the major professional early childhood association, with more than 70,000 members, has developed a position statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. This position statement urges a move away from an increased emphasis on formal instruction in academic skills for young children through age 8. Instead, NAEYC believes that developmentally appropriate programs should be available to all children and their families. These programs should be based on the knowledge we have of human development: (1) that there are predictable sequences of growth and change that occur in children in their early years of life, and (2) that each child is a unique person, with his or her own pattern and timing of growth, personality, learning style and family background. Based on these concepts, early childhood programs can have their own individual character and be implementing developmentally appropriate practices.

The resources available through the Child Care Information Center, including NAEYC's Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, Expanded Edition, can help you determine how developmentally appropriate your program is. For children's sake, we hope you will make use of these resources.

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Please route the CCIC Newsletter to your Staff:

<u>Name</u>	<u>Initial</u>	<u>Name</u>	<u>Initial</u>
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DEVELOPMENTALLY APPROPRIATE PRACTICE

Articles

We will provide you with a free copy of any of the following journal articles. Request by numbers 1-40.

Developmentally Appropriate Practice

1. National Association for the Education of Young Children. "Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8." *Young Children* 41 (Sept. 1986): 4-19.

How to tailor programs to meet the needs of individual children, rather than expecting children to adjust to the demands of a specific program.

Developmentally Appropriate Adult-Child Interactions

2. Klass, Carol S. "Childrearing Interactions Within Developmental Home- or Center-Based Early Education." *Young Children* 42 (March 1987): 9-13, 67-70.

Discusses the subtleties of positive childrearing interactions and shows why positive child-adult interactions are crucial to high-quality child care.

3. Honig, Alice S. "The Young Child and You--Learning Together." *Young Children* 35 (May 1980): 2-10.

Learning to see things from a child's perspective and learning ways to help children cope with their problems and develop their abilities.

4. Ideas That Work With Young Children. "The Take-a-Minute Teacher." *Young Children* 42 (November 1986): 21-22.

Specific techniques to help you give individual positive recognition to each and every child a number of times a day.

5. Ideas That Work With Young Children. "Integrating Individualizing into Your Program." *Young Children* 42 (January 1987): 18-19, 74.

Good ideas for meeting individual needs as you carry out your curriculum.

6. Chenfeld, Mimi Brodsky. "From Catatonic to Hyperactive: Randy Snapped Today." *Young Children* 44 (May 1989): 25-27.

How to include the indifferent, nonparticipating child, and how to change a lesson plan in a flash.

7. Alger, Harriet A. "Transitions: Alternatives to Manipulative Management Techniques." *Young Children* 39 (Sept. 1984): 16-25.

In her many ideas to make daily transition times smoother, the author emphasizes techniques that help children develop self control and responsibility rather than techniques that are manipulative or gimmicky.

8. Wardle, Francis. "Are You Sensitive to Interracial Children's Special Identity Needs?" *Young Children* 42 (January 1987): 53-59.

Explains many ways in which early childhood educators can be sensitive and supportive of the unique needs of interracial children and their families.

9. Segal, Julius. "The Gentle Art of Discipline." *Parents* 61 (April 1986): 78-82.

Explains why disciplinary techniques must not be chosen by some global theory, but rather with the individual child in mind: her state of development, her personality, what kind of day she's having. Gives three rules of good discipline.

10. Smith, Charles A. & Davis, Duane E. "Teaching Children Non-Sense." *Young Children* 31 (Sept. 1976): 438-447.

Describes crazymakers, distortive forms of feedback from adults which prevent children from constructing an accurate understanding of reality. Gives adult-child conversations that illustrate 14 types of crazymakers.

Developmentally Appropriate Curriculum Goals and Teaching Strategies

11. Gerber, Magda. "What Is Appropriate Curriculum for Infants and Toddlers?" In B. Weissbourd & J. Musick, eds. *Infants: Their Social Environments*, pp. 77-85. Washington, DC: NAEYC, 1982.

Magda Gerber believes that infants do not need direct teaching or help to achieve natural stages of gross motor and sensorimotor development. In this article she describes what they do need.

12. Gonzalez-Mena, Janet. "Toddlers: What to Expect." *Young Children* 42 (Nov. 1986): 47-51.

The author begins by saying that toddlers are not miniature preschoolers, and then goes on to tell what toddlers are like and how to fit programs to toddlers.

13. Gifford, Linda. "How to Plan for Toddlers: Como Planear Actividades Para Ninos de 12 a 36 Meses de Edad." *Texas Child Care Quarterly* 9 (Summer 1985): 24-30.

A chart with examples to help you plan indoor and outdoor activity centers, caregiver-directed activities, and activities for individual children for one week. Text in English and Spanish.

14. Stewart, Ida Santos. "The Real World of Teaching Two-Year-Old Children." *Young Children* 37 (July 1982): 3-13.

Answers the question, "What can two-year-old children do in nursery school?"

15. Schweinhart, Lawrence J. "How Important Is Child-Initiated Activity?" *Principal* 67 (May 1988): 6-10.

Lays out the evidence that a direct instruction model emphasizing academic objectives and teacher-directed instruction makes it harder for children to develop autonomy and social skills. Recommends child-initiated activity as an alternative.

16. Elkind, David. "Formal Education and Early Childhood Education: An Essential Difference." *Phi Delta Kappan* (May 1986): 631-636.
Makes the case that potential risks in exposing young children to formal instruction far outweigh any potential educational gain. Interesting speculations on attentional deficits.
17. Chenfeld, Mimi Brodsky. "I'm Worried About Our Kids." *Day Care and Early Education* 12 (Fall 1984): 34-35.
Suggestions to help young children learn to love learning.
18. Katz, Lilian. "Early Education: What Should Young Children Be Doing?" In S.L. Kagan & E.F. Zigler, eds. *Early Schooling: The National Debate*, pp. 151-167. New Haven, CT: Yale University Press, 1987.
Katz advocates and explains a project approach in early childhood education. Interesting projects give children the chance to improve their understanding of their environment and develop their social skills at the same time.
19. Wilkerson, Kristen & Stillwell, Pat. "Choosing the Right Activities: Escogiendo Actividades Acertadas." *Texas Child Care Quarterly* 10 (Fall 1986): 3-9.
Explains how to choose activities after considering program goals and identifying specific behaviors and skills that children need to develop. In English and Spanish.
20. Cassidy, Deborah J.; Myers, Barbara Kimes; Benion, Pamela E. "Early Childhood Planning: A Developmental Perspective." *Childhood Education* 64 (October 1987): 2-8.
A framework for planning daily curriculum that is developmentally appropriate for each child.
21. McAfee, Oralie D. "Circle Time: Getting Past 'Two Little Pumpkins.'" *Young Children* 40 (Sept. 1985): 24-29.
What the authors observed in group time at five different early childhood programs, and their ideas about how to make group time more effective and enjoyable for children and staff.
22. Lay-Dopyera, Margaret & Dopyera, John E. "Strategies for Teaching." In C. Seefeldt, ed. *Early Childhood Curriculum: A Review of Current Research*, pp. 13-33. New York: Teachers College Press, 1986.
The authors give many ideas to help teachers consciously and systematically expand their repertoire of teaching strategies so as to give themselves more flexibility in matching the teaching strategy to the learning situation.
23. Levin, Diane E. "Early Childhood Teaching Manuals: Guidelines for Selection." *Day Care and Early Education* 12 (Fall 1984): 30-31.
Criticizes guides that don't respect what teachers already know, or suggest pat solutions to problems, isolated activities without a context for them, rigid formulas to guide activities and behavior.

*Every time we teach a child something,
we keep him from inventing it himself.
On the other hand, that which we allow
him to discover for himself, will
remain with him visible . . . for the rest
of his life.*

— Jean Piaget

24. Kitano, Margie. "Young Gifted Children: Strategies for Preschool Teachers." *Young Children* 37 (May 1982): 14-24.

How to identify preschoolers with five different kinds of giftedness, and some specific techniques from which you can develop activities appropriate to particular children.
25. "Developmentally Appropriate Curriculum." *RAP Monthly Resource* 3(3): 1-21, 1988. (Great Lakes Resource Access Project; Dept. of Special Education, University of Illinois at Urbana/Champaign; Portage Project, CESA 5)

Developmentally appropriate practice for young handicapped preschoolers. Includes the article "Marisa Goes Mainstream" about integrating a child with a handicapping condition into a developmentally-based preschool program, plus lots more.
26. Besinaiz, Nora Linda Ruiz. "How I Set Up Learning Centers." *Texas Child Care Quarterly* 11 (Winter 1987): 17-22.

Describes one teacher's learning centers for four-year-olds.
27. Williams, Connie K. & Kamii, Constance. "How Do Children Learn by Handling Objects?" *Young Children* 42 (Nov. 1986): 23-26.

Shows what children learn by manipulating objects and how. Suggests three ways to encourage children's thinking.
28. Kamii, Constance & Lee-Katz, Lucinda. "Physics in Preschool Education: A Piagetian Approach." *Young Children* 34 (May 1979): 4-9.

Young children learn about objects not by observing and describing them, but by acting on them materially and mentally, and observing the objects' reactions. Suggests many fun activities to do physics.
29. Cartwright, Sally. "Kids and Science: Magic in the Mix." *Child Care Information Exchange* 67 (June 1989): 51-54.

Magic can happen when teachers nurture children's innate curiosity imagination, creativity and purposeful, child-initiated work toward discovery.

30. Colvin, Suzanne McWhorter. "Math Milestones: Abilities in Children of Different Ages." *Beginnings* (Winter 1985): 33-37.
What children can understand about shape and space, comparing, pattern-making and classification, and problem solving at different stages.
31. Genishi, Celia & Dyson, Anne Haas. "Ways of Talking: Respecting Differences." *Beginnings* (Winter 1984): 7-10.
Explains that a dialect such as Black English is not bad English, but a different set of language rules that are just as consistent and meaningful as standard English. Describes an ideal language program for children whatever their dialect.
32. Koblinsky, Sally; Atkinson, Jean; Davis, Shari. "Sex Education with Young Children." *Young Children* 35 (Nov. 1980): 21-31.
The authors point out that young children ask more sex-related questions than do children in any other age group, so teachers need some guidelines about how to respond appropriately.
33. Kamii, Constance. "Obedience Is Not Enough." *Young Children* 39 (May 1984): 11-14.
Tells why the morality of autonomy is better than the morality of obedience, and how exchanging viewpoints and negotiations are important for both moral and intellectual development.
34. Ramsey, Patricia G. "Multicultural Education in Early Childhood." *Young Children* 37 (Jan. 1982): 13-24.
Explains why multicultural education is a perspective rather than a curriculum, and how each education program should be designed to fit the backgrounds, awareness levels, and attitudes of the particular group of children in each class.
35. Ideas That Work With Young Children. "Why Not Holiday Performances?" *Young Children* 40 (March 1985): 17.
Do's and don'ts to keep preschool children's performances enthusiastic and spontaneous (and avoid squirming children, tearful performers and demanding parents).
36. Wardle, Francis. "Curriculum Development: The Process Approach." *Day Care and Early Education* 13 (Winter 1985): 26-29.
Outlines the steps needed to develop and implement a new curriculum.

Developmentally Appropriate Staff Development

37. Katz, Lilian G. "Teachers' Developmental Stages." In L.G. Katz, *Talks with Teachers*, pp. 7-13. Washington, DC: NAEYC, 1977.
Teachers too have developmental needs and stages, and Katz tells what they are.
38. King, Margaret A. "Promoting the Development of Caregivers." *Texas Child Care Quarterly* 12 (Winter 1988): 24-28.

Fitting training to the developmental levels and interests of individual caregivers.

39. Keyes, Carol. "Helping Teachers Improve Their Responses to Children." Child Care Information Exchange 43 (May 1985): 13-16.

A method to help caregivers improve their responses to children so that they are in sync with the children's developmental level, without making the caregivers themselves feel tense, intimidated, or harrassed.

40. Carter, Margie. "One More Gem." Child Care Information Exchange 67 (June 1989): 36.

Training strategy in which child care staff use NAEYC's Developmentally Appropriate Practice book (#48 below) to help them decide what to do about those "grey areas" in their programs which are not obviously appropriate or inappropriate.

Audiovisuals

CCIC has many audiovisuals about developmentally appropriate practice, but here are a few special ones. Call toll-free (800)362-7353 to borrow. Request by number.

41. Developmentally Appropriate Practice: Birth Through Age 5.
Washington, DC: NAEYC, 1987. VHS, color, 27 min.

Depicts teachers and children in action in developmentally appropriate programs. Also points out inappropriate practices.

42. Appropriate Curriculum for Young Children: The Role of the Teacher.
Washington, DC: NAEYC, 1989. VHS, color, 28 min.

Illustrates the important role of the caregiver in helping children learn through child-initiated activity in a developmentally appropriate, play-oriented environment.

43. Appropriate Guidance of Young Children.
Washington, DC: NAEYC, 1988. VHS, color, 28 min.

Taped in early childhood settings to show positive guidance of children from birth through age eight. Ways to turn difficult situations into opportunities to help children develop cooperation, problem solving, self discipline, and a healthy sense of self.

44. NAEYC's Position on Developmentally Appropriate Practice: A Panel Discussion and Critique. Washington, DC: NAEYC, 1986. VHS, color, 54 min.

Five early childhood experts--Barbara Bowman, Patty Calvert, Constance Kamii, Lilian Katz and David Weikart--give their thoughtful opinions on developmentally appropriate practice at NAEYC's 1986 Conference.

45. The Important Infants: Children Who Are Birth to Six Months of Age. (26 min.)
46. The Wonderful Busy Ones: Children Who Are Six to Eighteen Months of Age. (36 min.)
47. The Terrific Twos: Children Who Are Eighteen Months to Three Years. (24 min.)
Jean Illsley Clarke. Plymouth, MN: J.I. Consultants. Audiocassettes.

In each of these tapes a child tells how much his caregiver means to him and how she helps him do the specific things he needs to do. Each tape includes a letter from a child telling how children his age want to be treated and what they want adults to understand about them.

Books

To borrow copies of these books about developmentally appropriate practice from anywhere in Wisconsin, call CCIC toll-free 1-800-362-7353, or in the Madison area call us at (608) 224-5388. Request books by number.

48. Bredekamp, Sue, ed. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Expanded ed. Washington, DC: NAEYC, 1987.

This is the book on developmentally appropriate practice. Explains the development of children at various ages and gives lots of examples of appropriate and inappropriate practice. (CCIC has copies to loan, but we also recommend that you purchase a copy for \$5 from WECA, 1245 E. Washington, Ste. 260, Madison, WI 53703. You'll want to refer to it again and again.)

49. Miller, Karen. Ages and Stages: Developmental Descriptions and Activities, Birth Through Eight Years. Marshfield, MA: Telshare Pub. Co., 1985.

This book focuses on developmental stages and behaviors of children in group child care situations. Miller gives short, clear descriptions of children at each stage of development and then describes appropriate activities for the children and appropriate behaviors for their caregivers.

50. Honig, Alice S. & Lally, J. Ronald. Infant Caregiving: A Design for Training. Syracuse, NY: Syracuse University Press, 1981.

Specifically designed as a resource for trainers of infant caregivers, this book is packed not only with information about infant development, but also with information about the feelings and actions of the adults who care for babies. High quality relationships are stressed.

51. Willis, Anne & Ricciuti, Henry. A Good Beginning for Babies: Guidelines for Group Care. Washington, DC: NAEYC, 1975.

Practical guidelines for every aspect of quality group care for infants, written by experienced infant caregivers. Sections on infants, families, staff, physical space, the program, health and safety, goals and principles.

52. Nash, Margaret & Tate, Costella. Better Baby Care: A Book for Family Day Care Providers. Washington, DC: Children's Foundation, 1986.

A practical and comprehensive guide in the care of infants and toddlers. In easy to read language, it gives down-to-earth explanations of infant behavior and guidelines for infant care including toys, games, activities. Also tells how to get a family day care business off to a good start.

53. Castle, Kathryn. Infant and Toddler Handbook: Invitations for Optimum Early Development. Atlanta: Humanics, 1983.

Many activities or "invitations" for children from birth to 24 months are developmentally sequenced and arranged by area of development and age. Lots of ways caregivers can help children find fun ways to practice emerging skills.

54. Miller, Karen. Things to Do With Toddlers and Twos. Marshfield, MA: Telshare Pub. Co., 1984.

More than 400 activities, techniques, and toy designs based on a respectful understanding of toddlers. Miller's goal is to help you get "tuned in" to toddlers so you can pick up and expand on what children do naturally.

55. Cherry, Clare. Creative Play for the Developing Child. Belmont, CA: David S. Lake Pub., 1976.

A curriculum for 2- to 6-year-olds based on play ideas for gross and fine motor experiences, construction, natural and physical science, letters and numbers, creative expression, and make believe. Lots of photographs.

56. Mitchell, Grace & Chmela, Harriet. I Am! I Can!: A Preschool Curriculum. Revised ed. Marshfield, MA: Telshare Pub. Co., 1987.

A developmental curriculum for 3- to 5-year-olds. Part I explains the philosophy of education and all phases of operating a quality child care center based on this philosophy. Part II explains the rationale and gives practical suggestions for developing the curriculum. Part III gives a full year's curriculum (1000+ activities) based on developmental patterns.

57. Hohmann, Mary; Banet, Bernard; Weikart, David P. Young Children in Action. Ypsilanti, MI: High/Scope Press, 1979.

This is the cognitively oriented curriculum that High/Scope has developed over many years. It is based on teaching strategies and "key experiences" for use in a small-group format where adults pay close attention to what children are doing and saying, but children have control over planning what they will do on any given day. Requires staff training to adopt.

CURRICULUM takes into account the needs of developing children, but cannot be administered as medicine, forced on a sick patient. It can never remain constant, since life is always in motion.

58. Williams, Robert A.; Rockwell, Robert E.; Sherwood, Elizabeth A. Mudpies to Magnets: A Preschool Science Curriculum. Mt. Rainier, MD: Gryphon House, 1987.

112 ready-to-use, hands-on science experiences designed to mesh with language, art, movement and other activities for pre-schoolers. Each activity has an approximate indicator of age appropriateness. The goal of these science experiences for children is not the acquisition of facts, but the joy of finding things out by doing rather than being told.

59. Bos, Bev. Before the Basics: Creating Conversations With Children. Roseville, CA: Turn the Page Press, 1983.

Practical examples of child-centered language, music, and movement activities --all based on child-adult conversations--which provide prereading experiences.

60. Rose, Angie & Weiss, Lynn. Freedom to Grow: A Day By Day Guide for Rearing Emotionally Healthy Preschoolers. Atlanta: Humanics, 1984.

Handbook of easy activities for children from birth through six and their parents or caregivers to do together to nurture the child's emotional health. Arranged by age and by five areas of emotional development.

61. Elkind, David. Miseducation: Preschoolers at Risk. New York: Knopf, 1988.

Dr. Elkind shows how a preschooler's mind works very differently from the mind of a school-age child, and he explains why miseducation (attempting to teach the wrong things at the wrong time) puts children at psychological and physical risk.

Free brochures

To order free copies of these brochures, call CCIC toll-free at 1-800-362-7353 or at (608) 224-5388 in the Madison area. Request by number.

62.

FAMILY SURVEY II: CHILD CARE

This booklet gives the results of the most complete, current national survey on child care. In order to find out what Americans think about the state of children, existing child care systems, and the need for action to make quality child care available in the United States, Philip Morris Companies commissioned Louis Harris to conduct this survey. Between December 22, 1988, and February 8, 1989, Louis Harris and Associates surveyed a representative sample of 4050 people nationwide, about half of them the parents of children under six, on the topic of child care. This 24-page booklet details their findings and gives the best data we have yet about public opinion on child care. Single copies are available free from CCIC.

PLAIN TALK FOR PARENTS

CCIC now has five new "Plain Talk for Parents" brochures highlighting general patterns of growth and development, what a parent can do, and appropriate toys for children as they grow. The five brochures are:

- 63. Plain Talk for Parents About Your 1 to 2 Year Old
- 64. Plain Talk for Parents About Your 2 to 3 Year Old
- 65. Plain Talk for Parents About Your 3 to 4 Year Old
- 66. Plain Talk for Parents About Your 4 to 5 Year Old
- 67. Plain Talk for Parents About Your 5 to 6 Year Old

Up to 30 copies of each brochure are available free from CCIC. Since they provide just the kind of information parents need to understand the importance of developmentally appropriate practices for children at home and in your child care program, we hope you will find them useful as parent handouts. Please request by number.

... developmentally appropriate programs for young children are more of an outward extension of the home, than a downward extension of the school.

- David Elkind



AUDIOVISUALS LIST: AUGUST 1989 UPDATE

STATE OF WISCONSIN
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These are the child care videotapes and audiotapes CCIC has added between April 1988 and August 1989. All are available on free loan. Please attach this update to the Audiovisuals List you already have from us. (Call for a copy of the original list if you don't have one.) And watch future newsletters for new tapes!

68. ADDRESSING THE CRISIS IN CHILD CARE. By Ellen Galinsky, Bank Street College, New York, NY. Madison, WI: ETN, March 31, 1988. Audiocassette, 80 min.

Reviews the current national response to child care and discusses the cost of poor quality child care in terms of children, parents, staff.
69. APPROPRIATE CURRICULUM FOR YOUNG CHILDREN: THE ROLE OF THE TEACHER. Washington, DC: NAEYC, 1989. VHS, color, 28 min.

Illustrates the important role of the adult in helping children learn through child-initiated activity in a developmentally appropriate, play-oriented environment.
70. APPROPRIATE GUIDANCE OF YOUNG CHILDREN. Washington, DC: NAEYC, 1988. VHS, color, 28 min.

Videotaped in early childhood settings to illustrate positive guidance of children from birth through age eight. Shows ways to turn difficult situations into opportunities to help children develop cooperation, problem solving, self discipline, and a healthy sense of self.
71. ATTENTION DEFICIT DISORDERS, HYPERACTIVITY AND ASSOCIATED DISORDERS. By Dr. Wendy Coleman. Madison, WI: CCIC, 1988. VHS, color, 110 min.

Dr. Coleman, a pediatrician, explains what signs, symptoms and criteria define attention deficit disorder; the many possible causes of ADD; how children should be evaluated; and the various treatments available. This is not a guide to behavior management, but rather a detailed medical explanation of a complex disorder.
72. CHARACTERISTICS OF PRESCHOOLERS. Roswell, GA: Early Childhood Consultants, Inc., 1989. Two VHS, color, 30 min. tapes + Teacher's workbook + Director's guide.
73. Two-tape child care training video shows physical, mental, social, emotional, and moral characteristics of children in actual child care situations at each stage of development from birth through four. (0-2 on Tape 1 and 3-4 on Tape 2.) Tapes are designed to be used along with suggested counseling sessions. Workbook provides additional information and activities.

74. CHILD CARE: IT'S OUR BABY. Boise, ID: KAID-TV, 1988. VHS, color, 23 min.
Vignettes of four low and moderate income families show the problems they face in their individual child care situations: handicapped child, migrant family, single mother in school, latchkey children. Scenarios are presented without comment to start discussions of child care issues for any group interested in promoting high quality, affordable child care.
75. COMPUTERS AND YOUNG CHILDREN. By Barbara Bowman. Washington, DC: NAEYC, 1985. VHS, color, 17 min.
Barbara Bowman of the Erikson Institute tells how interested preschoolers learn about and from computers, not through teacher or computer instruction, but through free play.
76. CONVERSATIONS ABOUT CHILDREN. By Bettye Caldwell. New York: Parent's Magazine Educational Enterprises, 1977. 9 audiocassettes, 15-30 min. each side.
Bettye Caldwell interviews 18 child care experts. Set 1: Defining children's needs: Roselyn Epps on health care, Mary Ainsworth on attachment and bonding, J. McVicker Hunt on stimulation and social response, Maria Piers on freedom to explore and develop, Nancy Rambusch on materials for development, Reginald Lourie on approval and acceptance. Set 2: Meeting children's needs: in homes with Burton White, in non-traditional home settings with Bernice Eiduson, in day care with Therese Lansburgh, in schools with Philip Jackson, in cities with William Michelson, via the media with Edward Palmer. Set 3: Programs and policies for children: Urie Bronfenbrenner on national social policy, Millie Almy on teacher training programs, T. Berry Brazelton on training for parenthood, Hillary Rodham on legal recognition and protection, Alfred Kohn on international developments, Eunice & Sargent Shriver on societal support for families.
77. CREATING DISCIPLINE: TIME, SPACE AND GROUPINGS IN DAY CARE AND EARLY EDUCATION PROGRAMS. By Lorna Aaronson. Madison, WI: CCIC, 1987. VHS, color, 25 min.
Lorna Aaronson, Day Care Specialist with the City of Madison Day Care Unit, explains how 80% to 90% of behavior management problems can be solved by the way early childhood staff plans for time (predictability, flexibility, pacing, transitions), groupings (small group, free choice, one to one, large group), and how you use space. Tape comes with handouts to help you evaluate your own situation.
78. DAY FULL OF CARE: CAREGIVING FOR INFANTS AND TODDLERS. By Nancy Fowell, Marguerite Stevenson, Richard Geier. Madison, WI: University of Wisconsin System, Instructional Materials Development Center, 1988. VHS, color, 10 min.
Short video version of the slide set "Infants and Toddlers in Group Care Settings." Packs a lot of information about quality infant/toddler programs into a short time, with the emphasis on desired caregiver behaviors.
79. DISCOVERY YEAR. Princeton, NY: Films for the Humanities, 1987. VHS, color, 46 min.
Christopher Reeves hosts this TV special about parenting a child in the first year of life. Real parents and babies show stages of development, differences in temperament, the importance of fun and discovery play, and the loving bond between parent and child.

80. DOING A SELF-STUDY: WHY AND HOW? Washington, DC: NAEYC, 1986. VHS, color, 30 min.

A self-study is the first step in the accreditation process of the National Academy of Early Childhood Programs. This video explains the steps in doing a self-study and shows how much your staff will gain from looking together at your program with a view toward making it the best it can be.

81. EARLY CHILDHOOD RESEARCH UPDATE: DOES EARLY DAY CARE AFFECT INFANT-PARENT ATTACHMENT?
By Dave Riley. Madison, WI: CCIC, 1987. VHS, color, 40 min.

Dave Riley, a professor at the UW-Madison, reviews the research and interviews Professors Laurence Steinberg and Marguerite Stevenson about infant attachment. Riley explains the factors that increase an infant's risk of having a disturbed attachment and he tells what caregivers can do to help infants and parents develop secure attachment.

82. FAMILY DAY CARE FOR SCHOOL AGE CHILDREN. By Rhea Strupp and Mary Jo Yttri.
Madison, WI: CCIC, 1987. VHS, color, 32 min.

Rhea Strupp, School Age Specialist for the City of Madison's Day Care Unit, and Mary Jo Yttri, a family day care provider, discuss factors to consider in deciding to do mixed age caregiving in your home. They use slides to illustrate how the needs of school-agers differ from those of preschoolers.

83. FAMILY DAY CARE TAXES. By Sandra Frantz and Sharon Kennedy. Madison, WI: WECA. VHS, color, 90 min.

WECA's and Dane Co. 4-C's tax experts remake this video every year in February or March to give family day care providers up-to-date information on how to figure their taxes for the year just past.

84. A FAMILY'S ANGUISH. Denver, CO: Colorado SIDS Program, 198? VHS, color, 13 min.
Tells about Sudden Infant Death Syndrome and its effects on families.

85. FEEDING WITH LOVE AND GOOD SENSE. By Ellyn Satter. Palo Alto, CA: Bull Pub. Co., 1989. VHS, color, 60 min. + 2 p. leader's guide.

Four 15-minute segments (infant, older baby, toddler, preschooler) designed to train parents and child care workers to understand feeding from the child's perspective and to be sensitive to how their own behaviors affect the child's eating. (Not about nutritional needs, choice of foods, or food preparation.)

86. GETTING THE MOST FROM A BRIEF OBSERVATION. By Lorna Aaronson, Madison, WI: CCIC, 1987. VHS, color, 32 min.

Lorna Aaronson of the Madison Day Care Unit uses slides in this video to show clues and patterns that indicate high quality care in family and center day care for infants to school-agers. She shows learning and caring environments that say yes rather than no to children.

87. THE IMPORTANT INFANTS: CHILDREN WHO ARE BIRTH TO SIX MONTHS OF AGE. By Jean Illsley Clarke. Plymouth, MN: J.I. Consultants. Audiocassette, 26 min.

Matthew, an infant, tells what he likes about his caregiver, Mrs. Osborne, and together they write a letter to other day care providers telling how infants want to be treated.

88. INFANTS AND TODDLERS IN GROUP CARE SETTINGS. By Marguerite Stevenson and Nancy Fowell. Madison, WI: University of Wisconsin System, 1988. 590 slides + scripts.

Eight sets of slides taken in high quality daycare centers and family day care homes, accompanied by scripts that put each slide in context and bring up topics for students in infant/toddler classes to discuss. Some of the topics illustrated:

- Part 1: Introduction (101 slides) Overview of six of the other sets, slides are duplicates of slides in all the sets except the family day care one.
- Part 2: Indoor Environmental Planning (127 slides) Eye appeal, division of space into small areas, soft places, strategies to insure safety of nonmobile infants.
- Part 3: Outdoor Environmental Planning (24 slides) Slides of climbing structures, sandboxes, storage, tunnels, flower boxes, etc. set up a discussion of the differences between play yards for 3-5 year olds and those for infants and toddlers, and the balancing of safety and motor development opportunities.
- Part 4: Caregiving Routines (89 slides) Interactions during diapering, stand up diapering, potty practice, toddler meals, naptime.
- Part 5: Curriculum Materials/Structured Activities/Promoting Development (66+44+22=132 slides) These are about teaching, what teachers do with curriculum. Curriculum Materials: Developmentally appropriate toys and learning materials, variety and novelty, community as curriculum, search of very young children for their own learning materials. Structured Activities: Variety of activities that are developmentally appropriate for toddlers, some negative examples. Promoting Development: Quality interactions between adults and very young children, promoting literacy, asks students how they would respond to the illustrated situations.
- Part 6: Management/Discipline (17 slides) Meeting the needs of more than one child at one time, biting in toddler programs, positive discipline strategies.
- Part 7: Working with Parents (21 slides) Strategy to help very young children and their parents separate at day care, toy lending, parent/caregiver communication, classroom volunteers.
- Part 8: Family Day Care (79 slides) What quality family day care looks like as children move through the day in two family day care homes, one an infant/toddler home and the other a home with multi-age children.

- 89. LATCHKEY KIDS: GIVE 'EM A BREAK. Community Services for Children, Inc. Produced by Jon Miller Production Studios, Bath, PA: 198? VHS, color, 10 min.

Hosted by TV's "Gimme a Break" star, Laura Jill Miller, this video argues for supervised after-school child care for school-aged children and shows some of the components of such a program.

- 90. LEARNING ABOUT THE WORLD. Irvine, CA: Karl-Lorimar, 1986. VHS, color, 50 min.

Directed at parents of children ages eighteen months to four years, covers sharing, chores, starting preschool, games, and household activities.

- 91. MR. ROGERS TALKS WITH PARENTS ABOUT DIVORCE. By Fred Rogers. Pittsburgh, PA: Family Communications, Inc., 1980. VHS, color, 58 min.

Susan Stamberg of National Public Radio, Dr. Earl Grollman, a counselor and author, and a studio audience join Fred Rogers to watch videos made earlier of Mr. Rogers interviewing children whose parents are divorced, and to talk about the strong feelings that adults and children alike have about divorce.

92. NAEYC'S POSITION ON DEVELOPMENTALLY APPROPRIATE PRACTICE: A PANEL DISCUSSION AND CRITIQUE. Washington, DC: NAEYC, 1986. VHS, color, 54 min.
Barbara Bowman, Patty Calvert, Constance Kamii, Lilian Katz and David Weikart give their opinions on developmentally appropriate practice at NAEYC's 1986 Conference.
 93. THE NURTURING PROGRAM FOR PARENTS AND CHILDREN. By Stephen Bavolek and Christine Comstock. Eau Claire, WI: Family Development Resources, 1985.
CCIC has a preview set which includes manuals, handbooks, nurturing games, and two videotapes.
 94. POSITIVE DISCIPLINE: EARLY CHILDHOOD. By Margret Kelson, Grand Prairie, TX: MK Training Productions, 1988. VHS, color, 40 min. + study guide & leader's guide.
Margret Kelson gives concrete examples of positive discipline in specific everyday day care situations in this video approved for child care training by the Texas Dept. of Human Services. Groups watch the video for short segments and then turn off the tape to discuss questions and explanations suggested by the Study Guide and their own experience. Leader's guide gives useful ideas about group dynamics. Training takes about five hours with discussion time included.
 95. PREVENT THE SPREAD OF INFECTION IN YOUR CHILD CARE CENTER. Augusta, GA: Infection Control Educational Videos, 1987. VHS, color, 20 min.
Covers immunization, handwashing, diapering and toileting, mealtime and naptime routines, and other ways to keep infection from spreading.
 96. REDEFINING EXCELLENCE: SCHOOLS FOR A NEW CENTURY. By Dwight Allen. Washington, DC: NAEYC, 1985. VHS, color, 60 min.
A university professor speaks about the need for educational innovations in the profession of teaching and the structure of schools. One proposal is for a \$100,000 teacher.
 97. SAVE THE CHILDREN. By Patricia Russell-McCloud. Washington, DC: NAEYC, 1985. VHS, color, 39 min.
Inspirational and challenging speech for all adults concerned with the welfare of children. Reminds us of the unique value of each and every child's life and how crucial our love and nurturing can be in bringing children joy rather than suffering.
 98. STRESS AND THE HEALTHY FAMILY. By Dolores Curran, New York, NY: Harper & Row, 1988. VHS, color, 55 min.
Excellent video on family stress and how to deal with it by focusing on what's controllable, not what's uncontrollable. Examines characteristics of families that handle stress well.
- TAKING GOOD CARE OF INFANTS AND TODDLERS: MORE THAN LOVE. Honolulu, HI: PATCH (People Attentive to Children), 1987. Three VHS, color, 30 min. tapes + Facilitator and self-study guide.
- Three complete training packages for caregivers, each including a 30-minute video showing actual caregiving situations, plus reproducible handouts, discussion questions, group training exercises, booklet on leading groups, and study guide for individual viewing. PATCH recommends showing only one video per day to avoid "information overload."

99. 1) Feeding, diapering and sleeping: building trust through routines.
100. 2) At a child's pace, in a child's place. Arranging a place, choosing materials and activities, establishing a daily schedule.
101. 3) Talk to me, listen to me. Supporting language development, enhancing social development, communicating with children, caregivers, parents.
102. TALKING WITH YOUNG CHILDREN ABOUT DEATH. By Fred Rogers. Pittsburgh, PA: Family Communications, Inc., 1981. VHS, color, 28 min.
- This video is intended to help adults feel more comfortable talking to young children about death. Fred Rogers talks to Hedda Sharapan and uses excerpts on the death of a goldfish from his program, "Mister Rogers' Neighborhood." He believes that "anything human is mentionable and anything mentionable can be manageable." Parts of this video can be used directly with the young child.
103. TENDER LOVING CARE: PARENTING THE NEWBORN. Crystal River, FL: Courter Films Assoc., 1984. Dist. by Parenting Pictures. VHS, color, 30 min.
- Illustrates routine infant care for parents, emphasizing baby-parent interaction. Detailed information on breastfeeding, cord and circumcision care, diapering, bathing, rashes, comfort measures, stimulation, massage. Practical training for caregivers of newborns.
104. TERRIFIC TWOS. Evanston, IL: Professional Research, Inc., 1986. VHS, color, 15 min.
- Teaches adults to look at children at this level of development in new ways. Real families were taped to show the two-year-olds' developmental milestones, caregivers feelings and concerns, safety-proofing a house, how to deal with the negative, and the virtual impossibility of being consistent with two-year-olds. Features Dr. Berry Brazelton.
105. THE TERRIFIC TWOS: CHILDREN WHO ARE EIGHTEEN MONTHS TO THREE YEARS. By Jean Illsley Clarke. Plymouth, MN: J.I. Consultants. Audiocassette, 24 min.
- Two-year-old Jennie tells how her caregiver, Mrs. Loomis, brags about what a terrific no-sayer Jennie is and helps Jennie get what she needs. Mrs. Loomis' letter from a terrific two tells in detail what children this age want their day care providers to know about them.
106. WHAT IS FAMILY DAY CARE: LET'S PLAN. New Haven, CT: Teacher Center, Inc., 1987. VHS, color, 26 min.
- Especially good for the beginning day care provider, tells where to start, how to organize, how to establish rules and safety measures.
107. WHAT IS FAMILY DAY CARE: LET'T PLAY. New Haven, CT: Teacher Center, Inc., 1987. VHS, color, 29 min.
- Moves through the different stages of child development, giving examples of play for each stage.
108. THE WONDERFUL BUSY ONES: CHILDREN WHO ARE SIX TO EIGHTEEN MONTHS OF AGE. By Jean Illsley Clarke. Plymouth, MN: J.I. Consultants. Audiocassette, 36 min.
- One-year-old Andrew describes how his caregiver, Mrs. Rockwell, helps him with his busy explorations. Mrs. Rockwell's letter from another wonderful busy one tells day care providers what one-year-olds would like them to know about children their age.

ANNOUNCEMENTS

PLANNING TRAINING? PHONE FIRST!

Please let CCIC know as soon as you possibly can of any continuing education events you are planning. Call even before you pick a date, so we can help you schedule your event on a date that isn't already taken, and you won't wind up having three wonderful training sessions in your city all going on at exactly the same time.

We would like to know: the name and/or theme of the event, when it will be, who the sponsoring group is, who the featured speaker is, where the training will be given, how many continuing education credits are offered (if any), the cost, the registration deadline, who to contact for more information and that person's address and phone number, and anything else you think is important.

But if you don't have all the details filled in, don't wait to call. The important thing is to let others know as early as possible that something will be happening; we can refer people back to you for the details. We'll try to announce as many events as we can in the CCIC Newsletter, but we need lead time there, too, so please pass the word to anyone planning training, to call about everything and to call ahead!

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October 7, 1989 Mid State Technical College Child Care Seminar--8:30-2:30--C.Y. Allen, Professor of Communications, Stevens Point; Jim Schmidt, Marshfield Fire Dept.; Sue Gross, Head Start Literacy Project; others--Innkeeper, Hwy 13 South, Marshfield--5 cont. ed. credit hours--\$15.50 inc. lunch--contact Judith Pentz, Mid State Technical College, 110 W. Third St., Marshfield 54449, 715/387-2538

November 16-18 Building Tomorrow Today: 35th Annual State Conference--WECA--120+ workshops--Holiday Inn & Holidome, Hwy 51 & North Point Drive, Stevens Point--18 cont. ed. hours--\$10-\$100--contact WECA, 1245 E. Washington Ave., Ste. 260, Madison 53703, 608/257-0909

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FAMILY DAY CARE HANDBOOK

The completely new second edition of the Family Day Care Handbook, developed by Community Coordinated Child Care of Dane County and published by the Division of Community Services of the Wisconsin Department of Health and Social Services, is now available to borrow or buy from CCIC.

The Family Day Care Handbook has been revised before, but this is the first time 4-C has put together a completely new edition of their original 1974 book. Many people contributed much thought and effort to its eight chapters on every aspect of family day care. There are new sections on professionalism and family day care systems, a sample budget, an extensive list of resource materials, and a very useful list of publishers and equipment suppliers.

The Family Day Care Handbook is the resource for Wisconsin family day care providers, and CCIC is very happy to be distributing it. Call or write for your copy today. If you want to buy rather than borrow the book, make your check for \$6 payable to HSIC-610-237-491.